

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

AMERICAN SIGN LANGUAGE 125 – AMERICAN SIGN LANGUAGE WITH INFANTS AND TODDLERS

1 hour lecture, 1 unit

Catalog Description

Explore the methods and benefits of using American Sign Language (ASL) with hearing infants and toddlers. Areas emphasized will be methods, benefits, and philosophies of teaching infants and toddlers to communicate using ASL. Upon completion, students will be able to introduce these techniques in early childhood classrooms and/or at home.

Prerequisite

None

Course Content

- 1) Methods, philosophies and benefits of using ASL with infants and toddlers
- 2) Signs based on topics appropriate for infants and toddlers
- 3) The design and execution of lesson plans in class
- 4) Different philosophies of teaching “baby” signs and reporting findings
- 5) Identification and modeling of signs taught in class
- 6) Sign system comparisons

Course Objectives

Students will be able to:

- 1) Compare and contrast the philosophies behind, and the use of, “SEE” (Signing Exact English) signs versus ASL signs for use with infants and toddlers.
- 2) Model (expressive skills) 200 signs based on ASL appropriate for use with pre-verbal infants.
- 3) Recognize (receptive skills) 200 signs based on ASL appropriate for use with pre-verbal infants.
- 4) Describe and model principles and practices for teaching signs to infants and toddlers including praise and reward.
- 5) Design and demonstrate activities for teaching and reinforcing ASL signs for use with infants and toddlers.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Quizzes and exams that measure students’ ability to:
 - a. Recognize ASL signs (receptive skills).
 - b. Model ASL signs (expressive skills).
 - c. Compare and contrast varied sign philosophies.
- 2) In-class exercises that measure students’ ability to:
 - a. Model ASL signs for infants and toddlers (expressive skills).
 - b. Practice and evaluate ASL sign (receptive skills).
 - c. Develop and demonstrate activities and practices that teach and reinforce infant and toddler sign and receptive skills.

Special Materials Required of Student

Access to Internet

Minimum Instructional Facilities

Smart classroom/ASL lab

Method of Instruction

- 1) Lecture and discussion
- 2) Signed demonstrations
- 3) Receptive and expressive practice of signs taught by topic
- 4) Multimedia presentations
- 5) Guest speakers
- 6) Sharing of personal experience

Out-of-Class Assignments

- 1) Weekly vocabulary practice exercises
- 2) Reading assignments/lecture review
- 3) Media project
- 4) Personal experience project
- 5) Preparation for presentation of lesson plan activity

Texts and References

- 1) Required (representative examples):
 - a. Bingham, Sara. *The Baby Signing Book: Includes 450 ASL Signs for Babies and Toddlers*. 2nd edition. Robert Rose, 2013.
 - b. Garcia, Joseph. *Sign With Your Baby Complete Learning Kit*. 4th edition. Northlight Communications, 2004.
 - c. Thompson, Stacy A. *Teach Your Tot to Sign*. 5th edition. Gallaudet University Press, 2005.
 - d. Rebelo, L. *Baby Sign Language Made Easy*. Rockbridge Press, 2018. (ISBN: 1641520779)
- 2) Supplemental: None

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Use a wide range of common signs clearly with infants in conceptually clear ways.
- 2) Identify and understand the developmentally different but appropriate ways infants attempt to form and produce signs.
- 3) Explain the value of introducing ASL to infants and describe how ASL is different from other signing systems or Signed Exact English.
- 4) Demonstrate awareness of the Deaf community and culture; and be able to tell about the options and challenges parents of Deaf children experience with their children.